

# Child and Family Services Update

October 31, 2003

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# Child and Family Services Update

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## Director's Message

### "I Saw It On TV, But What Is Medical Neglect, **Really?**"

*By Richard Anderson, Director*

During the past couple of months I have been living and breathing the Practice Guidelines, Administrative Rules, and statutes that support our work in the area of "*medical neglect/physical*." The high profile situation that became highly covered in the media almost every day recently was one type of referral that we receive for medical neglect--life or death situations. I've been thinking it might be a good idea to share the information on *medical neglect* with all of you, since it's fresh in my mind, and not all of our staff (or our partners who read this) are familiar with the details.

It is my hope that this will help you, not only in your work, but also at family get-togethers, at the grocery store, at church, at the social club, or wherever you meet people who know you work for Child and Family Services who ask, "So, what happened in that boy's situation?" Well, the first answer you might give is that we did our job, and then, right next to that answer, could be that each child and family situation is extremely unique and individualized--this situation being a life or death matter.

*Medical neglect referrals (both physical and psychological)* for the past fiscal year amounted to only 1% of all of the referrals to the division. The highest referral source for this type of neglect came from "Medical/Nurse/Hospital Staff/Coroner" (34%). The second highest referral source was "Family/Self" (18%). 24% of the medical neglect referrals were found to be supported, in that *medical neglect* had occurred. 2.8% of the children placed in state custody had been subject to this type of neglect.

The term *medical neglect* is found in the statute relating directly to our division in Utah Code 62A-4a-116.1 (2), where it states, "severe types of child abuse or neglect referred to in subsection (1) are as follows:" and then the list is given, of which item (v) is "medical neglect resulting in death, disability, or serious illness."

*Medical neglect* is also found in the Utah Administrative Code, Rule 512-2, under a listing of "Categories" of abuse. There it states, under item B - Neglect: "Medical Neglect: This allegation or finding needs to be based on the opinion of the child's primary care physician or other licensed medical professional. A parent or guardian may obtain a second opinion to be considered in determining medical neglect, at their own expense. A parent or guardian may obtain a second medical opinion to present for consideration by DCFS, but DCFS is not bound by the opinion and shall consider the totality of facts." So, medical neglect is a determination "based on the opinion of a licensed medical professional", unlike other determinations of abuse or neglect that can be made by child protective services workers, in consultation with others.

In our Practice Guidelines, under definitions, we have a section entitled, "Medical Neglect/Physical." The definition given here states: "Failure or refusal to seek medical or dental treatment, or failure or refusal to comply with the recommendations of a medical or dental professional when a child has a medical or dental condition or either the family has sufficient resources to provide for the medical care, or in the event of a lack of resources, the family has failed to make reasonable efforts to seek the medical care. A parent or guardian legitimately practicing religious beliefs and who, for that reason, does not provide specified medical treatment for a child is not guilty of neglect. 62A-4a-101 (18) (c) However, the child may still be dependent for appropriate medical care." At the end of this Practice Guideline we have referred to a law that makes a distinction respecting religious beliefs.

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The process to follow in receiving the referral (most often by our intake worker), and the child protective services worker's response is outlined in the Practice Guidelines. In addition, there is a section for "Serious Medical Neglect and Emergency Court Ordered Medical Treatment".

In brief, those instructions are as follows:

- "3. The CPS worker will meet with the parents, attempt to negotiate voluntary compliance with medical treatment pending or in lieu of court involvement, and assess and document the parents' reasons for refusal to treat.
4. The CPS worker will initiate court action by contacting the Attorney General when parents fail to voluntarily comply and medical treatment is necessary.
5. In cases where the consequence of the parents' failure to follow treatment may be death or significant permanent physical or mental damage, the worker will take steps to initiate emergency court proceedings by contacting an Attorney General immediately and will not attempt to resolve the situation through voluntary services alone."

The current attention that has been brought to this particular part of our work may result in further exploration of when and how we should deliver services to children and families, and how we should define medical neglect. As public servants, we have a great need to know what our communities expect from our services. In this complex, and often value-conflicted work, we are always open to a better way. We can only hope that this discussion will proceed through a rational and informed process. Some of you who read this article may have ideas about suggested improvements in responding to medical neglect referrals. We would sincerely welcome your sharing those with us. Please feel free to submit any recommendations to our State Child Protective Service Specialist, Charlotte Gibbons, at 801-538-4100 or via state email at [chargibbons@utah.gov](mailto:chargibbons@utah.gov). Charlotte will provide these suggestions to the state administrative team and other community partners for review and discussion. We sincerely appreciate all the good suggestions we receive from our staff.

## Strengths - Celebrating Success

### Following "The Dream"

*By Kate Jensen, Domestic Violence Specialist*

With a heart full of anticipation and ambivalence, after almost 19 years of working at Child and Family Services, I am relocating to Florida, the Sunshine State. My husband Rob and I are excited about this move (Suzy the Coonhound has not yet made the connection to the move and the house full of boxes).

We have been dreaming for the last eight years how we might be able to live closer to the beach cottage we rent to vacationers in order to be able to pay for our small stretch of paradise. It seemed like a great idea a few months ago, but as we get closer to moving day I realize how important my Child and Family Services family has become. Thank all of you who have been part of my world.

I plan on being back to visit, and in the meantime, my email address is [kate@alligatorpoint.org](mailto:kate@alligatorpoint.org). Please look me up if you get to the Big Bend and in the meantime, let's just say "later"!

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## Thanks For The Memories

*By LeRoy Franke, Adoption/Permanency Specialist*

As I now leave Child and Family Services after 32 years of state service I have a number of mixed emotions. I will miss the day-to-day contact with so many of you who have become very cherished and dear friends. However, I will not miss the ongoing pressure and the overwhelming challenges we have so often had to face together.

As I look over the journey with Child and Family Services (and DSPD), as if from the vantage point of a high mountain peak, I see a long path with some tremendous high points along with a number of very discouraging dark valleys. The most amazing and satisfying thing about that great quest has been the companionship of my cherished partners along the way. No way could any of us have made such a harrowing trip alone. It has never been clearer to me that as each of our journeys come to an end, it is our friendships and the satisfaction of our shared accomplishments that remains with us. Many of you who have guided, mentored, encouraged, tolerated, forgiven, and redirected me when a little lost have caused this to be a very meaningful and fruitful experience. I look back with few regrets, and feel a great deal of gratitude to you for helping me arrive safely to where I am now. It is our relationships that I will most cherish and value forever.

I have never seen stronger Child and Family Services and Department leadership that we can trust and count on to support us in our challenging Child Welfare and (for you Kate) Domestic Violence service roles. Those of us who have worked in the past for less visionary and more politically motivated administrations know just how much we need to appreciate the current focus on the Practice Model of Child and Family Services, also embraced by the Department. No matter where our journeys take us in this or any other organization, we should never forget the valuable lessons we have been taught by this model of relating to each other. We need to take it with us, whatever future paths we follow. It is the right and correct way to relate to individuals and families; beginning with our own families, our partners, and those we serve. Using it, we will always prosper and do well. The model promotes mutual respect, it builds on the good, it finds solutions to life's challenges, it creates partnerships and teaming, and it helps us develop working agreements to find specific directions we need to take together. We will never be alone, or without possibilities for solutions when we apply what we've learned together, no matter the setting.

I would be remiss not to thank Richard Anderson for the vision that is the Child and Family Services Practice Model. It has been his dream for years now and his sole purpose in leading the division. I thank him for his sacrifices for all of us (I don't know that everyone in Child and Family Services knows how much of himself he has given to the division), for the respect he commands from everyone, even from those who don't like Child and Family Services, and the fact that he "walks the walk he talks" in every aspect of his life. Thank you Richard.

I applaud each of you for your service in a very difficult environment. As you continue your work, please first, and foremost, take care of yourself. Nurture and cherish your relationships, first at home then at work. Take "time-outs" when you need them. Promote your partnerships within and outside of Child and Family Services. We need each other to "stay the course" on the great journey of serving children and families.

As one partner told me, "You're not really leaving the sea, you're just changing ships." So I look forward to our ongoing association and friendship as I begin some new journeys on the same waters. See you around.

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## Protection

### Functional Assessment And Child Protective Services

*By Reba Nissen, Mentor Program Coordinator*

I had the great opportunity last month to participate in the functional assessment SAFE release training for staff in Salt Lake Valley Region (released September 29, 2003). I was fortunate to meet many hard-working and dedicated people who shared their excitement about the benefits of the functional assessment tool in SAFE.

The region set aside extra time for their CPS staff and all supervisors to talk about the role of CPS workers in building the functional assessment with the family and their team. What struck me is that in training after training, when I had been prepared to hear feedback that CPS workers felt that the functional assessment was a waste of their time and not helpful, I heard instead that the functional assessment made sense to them and they saw how the information they gathered and the analysis and conclusions of which they had been a part led to better plans and outcomes for children and families. What also surprised me is that the workers I talked with raised concerns about the usefulness and importance of the risk assessment. The message I heard from their comments was that none of us likes to feel like we're doing work that isn't valued by others and doesn't serve children and families.

In order to understand the struggle with risk assessment, I went to Insoo Kim Berg's and Susan Kelly's book *Building Solutions in Child Protective Services* (2000). The authors remind us that, "A paradox inherent in using risk assessment tools is that they encourage workers to probe for what is wrong to accurately meet their statutory responsibility to make solid and clear decisions about safety. Workers need to balance all of the information about a family's strengths and deficits and to keep in mind this question: *"How does this information affect this child's safety?"*

The authors advise, "Fully involving parents as partners in the safety and risk assessment is crucial, as this interview sets the stage for all future work with the children and family." Berg and Kelly offer some questions that may provide workers with a way to ask about some of the critical safety issues:

- To the parent: "If I were to ask your children (on a scale of 1 to 10, 10 being the most safe) how safe they feel they are right now, what would they say?" Follow up then with "what would they say it would take to get from 6 to 7...?"
- To the children: "If I were to ask your mother (grandmother or father) how safe she thinks the family is (on a scale of 1 to 10), what do you think she would tell me?"
- To the parent: "If I were to ask your mother (best friend, sister, brother) how safe you are, what would she say?"
- To the parent: "I imagine you've thought a great deal about how to keep you and your children safe. How have you done this in the past?"
- To family members: "What do you think would be helpful in keeping you safe (or helping you be more safe)? What needs to change to make that happen?"

"Each of these questions opens the door in a non-threatening way for the family to share with the worker how they gauge the risk and safety factors. This kind of interaction immediately involves the parents in the assessment and gives them the power to begin to build solutions."

Assessing for risk is a valuable and important part of our work, but in thinking about our risk assessment tool as a stand-alone tool, many of us feel the paradox that Berg and Kelly point out. Balancing the risks and threats to safety that we identify with the strengths (resources and protective factors) that are also present, we can see more clearly how to proceed with families.

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While we are all working hard to ensure that this balanced assessment happens with families, one solution to the paradox of the risk assessment is in the works. SAFE information analysts and programmers are working on ways to connect critical items identified in the risk assessment to the functional assessment without the worker having to duplicate their work in both places.

## Development

### Special Holiday Activities For Special Needs Children

*By Jerna Mitchell, New Employee Training Manager*

The holidays offer opportunities to do activities with children with special needs, which they may be less willing to do at other times of the year. There is an old Chinese proverb that says, "When I hear, I forget. When I see, I remember. When I do, I understand." With special needs children doing is even more important. The activities and thoughts that go with the activities stimulate the production of dendrite activity and development in the brain.

Use play dough to create holiday shapes, review colors and shapes, long and short, fat and thin, or straight and curly as you play. Make letters and see whose is the most creative. Play dough offers a multitude of ways to stimulate brain activity.

#### Play Dough

Bring to boil:

½ c. water

2 Tbsp. Oil

Food coloring

Mix together:

1 c. flour

½ c. salt.

1 Tbsp. cream of tarter

Reading to children is one of the best ways to help them grow developmentally. Hearing the sounds, following the story, and envisioning the environment all support brain development. Brain development and retention increase if you ask the child questions and discuss the story as you go. Some suggestions for holiday reading are:

L. Frank Baum	A Life and Adventures of Santa Clause
L. Frank Baum	A Kidnapped Santa Claus
Charles Dickens	A Christmas Carol
Oscar Wilde	The Birthday of the Infanta
Oscar Wilde	The Star-Child
Dr. Seuss	How the Grinch Stole Christmas
Margery Williams	How Toys Become Real
Judyth Groner	All About Hanukkah
Leslie Kimmelman	Hanukkah Lights, Hanukkah Nights
Sarah Wilson	The Rugrats Book of Chanukah
Jan Anderson	The First Thanksgiving Feast
Nancy Carlson	A Visit to Grandma's
Barbara Cohen	Molly's Pilgrim
Linda and clay Goss	It's Kwanzaa Time
Deborah M. Newton Chocolate	My First Kwanzaa Book
Angela Shelf Medearis	Seven Spools of Thread
Synthia Saint James	The Gifts of Kwanzaa
Diane Hoyt-Goldsmith	Celebrating Ramadan
Nasreen Aktar	Simira's Eid
Ediba Kezzeiz	The Ramadan Adventure of Fasfoose Mouse



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Crossword puzzles, word searches, mazes, coloring, and other such activities stimulate the brain and increase brain functioning and activity. The following links provide interesting ideas:

<http://home.amaonline.com/teacherstuff/holiday.htm>  
<http://eclecticesoterica.com/christmas.html>  
<http://www.kidsdomain.com/holiday/xmas/stories/html>  
<http://www.lil-fingers.com/holidays/hanukkah>  
<http://www.virtualchanukah.com/lights/talesIndex.html>  
<http://torah tots.com/holidays/chanuka/chanuk.html>  
<http://www.jeannepasero.com/Thanksgiving/poetry.html>  
<http://www.alphabet-soup.net/hol/thankspoe.html>  
<http://www.holidays.net/thanksgiving/>  
[http://testonly.apapahoelibraries.org/SpecialFeatures/SpecialFeatures\\_Kwanza\\_Websites.cfm](http://testonly.apapahoelibraries.org/SpecialFeatures/SpecialFeatures_Kwanza_Websites.cfm)

cfm

<http://milwaukee.about.com/library/articles/blkwanzaa.htm>  
<http://www.noblenet.org/year/kwanzaa.htm>  
<http://www.kiddyhouse.com/Ramadan/>  
<http://islam.about.com/library/weekly/aa122099.htm>  
<http://www.al-islam.org/gallery/kids/>

Getting children to write thank you notes is always a challenge. This is an opportunity for kids to play around on the computer, look at graphics, make up cute sayings, and let their creative juices flow. They might not even realize they are working or learning about the computer as they create. In addition, using their creativity stimulates the production of brain development

Making ornaments is always fun for children. It not only lets them be creative, but it uses their brain and their hands. Developmentally challenged children often need to work on their fine motor skills, which making ornaments allows them to do. It also stimulates the brain centers to develop further brain connections. Try stringing different colored popcorn, beads, and/or macaroni for decorative strands. Make ornaments from felt, beads, paper, or clay, or use the dough recipe below to create ornaments.

## Bread Dough Ornaments (NOT EDIBLE)

Mix 1 slice white bread (without crust) and 1 tablespoon glue. Keep wrapped. Mix assorted acrylic paints into separate piles of dough. This takes awhile to mix. For white dough you must use white paint. Flatten with a rolling pin. Shape into forms or use cookie cutter. Brush 1 tablespoon glue mixed with 1 tablespoon water over shapes. Stick wire into dough and let set at least 2 hours.

Cooking is also a way to engage children in developmental and bonding activity. Do something special for the holiday season and have the children help you. Try using some of the recipes below or others that your family enjoys. Having children help clean up not only teaches them good habits, but again stimulates brain development.

## Christmas Candy Recipes

### MAMIE EISENHOWER CHOCOLATE FUDGE

4 1/2 c. granulated sugar  
2 tbsp. butter  
1 can evaporated milk

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Pinch of salt  
12 oz. semi-sweet chocolate or  
chocolate bits  
12 oz. German sweet chocolate  
1 pt. marshmallow cream  
2 c. nutmeats, chopped

After boiling first ingredients 6 minutes, or softball forms, 232 degrees, pour boiling syrup over ingredients in bowl, beat until chocolate melts. Pour into buttered pan. Let stand a few hours before cutting into squares.

DIVINITY  
2 2/3 c. sugar  
2/3 c. light corn syrup  
1/2 c. water (1 tbsp. if weather is  
real humid)  
2 egg whites  
1 tsp. vanilla  
2/3 c. cut-up nuts

Heat sugar, corn syrup, and water in a 2-quart pan on low heat until sugar is dissolved, stirring constantly, then cook without stirring to 260 degrees on candy thermometer or until small amount dropped in very cold water forms a hard ball. Remove from heat. Beat egg whites until stiff. Continue beating while slowly pouring hot syrup in egg whites. Add vanilla. Beat until mixture holds its shape and loses its shine. May be too stiff for electric mixer, so beat by hand. Fold in nuts. Drop on wax paper by spoonfuls. Yield: about 4 dozen.

PEANUT BRITTLE  
2 c. sugar  
2 tbsp. butter  
1 c. light corn syrup  
2 tsp. vanilla  
1/2 c. hot water  
2 tsp. baking soda  
1/2 tsp. salt  
2 c. raw Spanish peanuts

Combine sugar, syrup, and water in heavy pan. Boil to 230-240 degrees; add peanuts. Cook until amber colored and continue cooking slowly to 300 degrees, stirring occasionally. Remove from heat and add butter, salt, vanilla, and baking soda, stirring well. Pour immediately onto buttered cookie sheet. Cool and pull out until very thin (if desired). Break into pieces.

Other events that are beneficial for children are cultural events, many of which are free, especially during the holidays. There are concerts, productions of the Messiah, Museums to visit, gardens and nature hikes (which appear very different in the late fall and early winter), college recitals, plays, college and community sponsored activities, activities at your local library, and many others that are listed in local papers and on the web.

Use the holiday time to its full advantage to support the special needs children in your personal and professional arena.



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## Permanency

### Maintaining Family Relationships For Children In Out-Of-Home Care During The Holidays

*By Reba Nissen, Mentor Program Coordinator*

According to Robert Falk, Ph.D., in the article, "Children, Holidays and Stress Management: Nine Tips" ([www.anxiety-support.org/cc11menu.htm](http://www.anxiety-support.org/cc11menu.htm)), the media provides many tips to help *adults* cope with holiday stress. What we often don't realize is that children experience holiday stress. Dr. Falk asks us to think back to our own childhoods: "Can you recall the 'anticipatory anxiety' surrounding a hoped for present? Disappointment about a gift not received? Envy of your friends' or siblings' toys? Tension reflecting family stress, exacerbated by family get-togethers under strained conditions? Anxiety and worry about the return to school after a long holiday break?"

"The holidays can be an especially difficult time of year for children, particularly if they have a predisposition toward heightened levels of anxiety," according to Dr. Falk. Add to this the fact that some of the children we serve are separated from their families during the holidays due to abuse, neglect, delinquency, or dependency.

I asked Child and Family Services staff in the regions to help me compile some advice and examples for maintaining family relationships and helping children in out-of-home care during the holidays.

**Carolyn Henry**, Clinical Consultant from Eastern Region, says, "Use our Model!" Her advice is:

- **Start Early.** If you haven't already started planning for the holidays with the children and youth on your caseload, start today. By starting early, you'll have more time to engage others to help, you'll help alleviate the child's mounting anxiety about what the holidays will look like, and you'll be more likely to have a relaxed holiday with your own family.
- If you don't have one scheduled already, schedule a **child and family team meeting**.
- At the meeting, do a **working agreement**:
  - **Wants and Offers:** Prior to or at the meeting ask the child/youth what they want to do, who they want to see, and how they want to celebrate for the holidays. Ask the child and/or the family what holidays they celebrate and what traditions are important to them. At the meeting ask the team **who can help** to make sure the child's holiday wishes are granted.
  - **Gain Agreement:** Make plans for transportation, Christmas/Hanukkah or other gift shopping, visits with family and extended family and/or with other significant people, celebrating with foster families, and cross-cultural celebrations. Dr. Falk would add that once agreement is gained, creating a "holiday calendar" for the child and/or "clearly discussing routines and the sequence of events that will occur" with the child will help reduce stress and provide structure.
  - **Assess What Could Go Wrong:** Make safety agreements and plans, if needed, and crisis or back-up plans if plans fall through.

**Matthew Morris**, Shelter Coordinator for the Northern Region gives two examples of what's worked: "a foster mother...did her family Christmas in the morning and then took the foster child to his mother's and spent the afternoon supervising a visit in the mom's home. Also, one year when the shelter was low, we had a staff take a child to the parent's home with the caseworker's okay." Matt adds, "We have also had children go with staff on Christmas to their own family functions. The shelters also work very hard on gifts, activities, parties, etc., to help the children we serve have an enjoyable holiday."

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**Abby Turner**, Permanency Worker in Salt Lake Valley Region gives a similar example: "I have had some foster parents who are very involved with the biological family and have gone to family parties with the foster child. This way the contact is supervised but the child is still enjoying the interaction. I encourage the parent to tell the foster parent about any family traditions that the foster child would like to continue in the foster home. This makes the child feel that they have some normalcy for the holidays. I have also had a foster parent invite the biological mother over for Christmas dinner and they opened presents there." Abby advises, "If a relative can supervise contact between the child and the parents, the child will be able to go to many family parties and functions with the identified relative. If the child does not need supervised contact with their parent, then we meet together as a team to discuss what events the child will attend with their parents."

**Eric Jenkins**, Caseworker specializing in Independent Living in Western Region, reminds us that holidays are not just for younger children. Eric recommends the article, "Permanency Planning: Creating Life Long Connections, What Does It Mean for Adolescents?" This article is available through the National Resource Center for Youth Services website: [www.nrcys.ou.edu](http://www.nrcys.ou.edu). Eric adds, "We always encourage our workers and foster parents to...allow the family and youth to have as many normal experiences as the situation will allow. Let the family take the kids Christmas shopping or have them over for a while on the holidays."

In a report by **LeRoy Franke**, Independent Living Specialist, "A youth leadership summit on 'Transitions to Adult Living' was held in June 2003. At that summit, 75 youth currently in foster care and their regional adult leaders met for two days at the Marriott Hotel in Provo, Utah. In those meetings, the youth met in groups to determine what their top concerns were in connection with transitioning from foster care to adult living." At the summit, many of the youth spoke about needing "help in developing more life connections" and "more control over their contacts with their biological families." The following are some of the goals created by the youth at the summit related to these needs:

- Provide assistance to youth in developing more family connections, including:
  - More connections with extended family to expand options when leaving care.
  - Visits with family members living in a different city or state.
- Give youth more control over biological family members they may visit.
- Allow youth more say about when they visit and length of stay (overnight, weekends, extended summer visits, etc.).
- Allow the youth to invite more biological family members (of their choice) to Child and Family Services activities.

One resource that you might make team members aware of when planning for the holidays is the Utah Foster Care Foundation's Annual Christmas Store. The Store is a service to Children in out-of-home care and their foster families in the Salt Lake Valley Region. They are also planning to do Christmas Stores on a smaller scale in Northern and Western Regions. **Carolyn Henry** asks us to remember to encourage or help the child to pick out gifts for his or her foster parents.

## 2003 CHRISTMAS STORE

Dates: Dec. 13-20, 2003. Saturday through Saturday (Note time changes from previous year's Store)

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Times: Monday through Friday 12noon - 6pm  
Saturdays 10am - 4pm  
Sunday Closed

Location:  
TBA-To Be Announced

Mission:  
The Christmas Store provides an opportunity for children in foster and shelter care to 'purchase' through token points, free holiday gifts for their loved ones and to provide other necessities at no-cost for their care-taking family.

Partnering Agencies:  
Salt Lake County Christmas Box House  
Christmas Box House International  
Utah Foster Care Foundation

One-Time Serving:  
Foster and shelter families are only allowed to come ONE time to The Store even if all points are not spent at that time. Special exceptions are made for new placements, but this is worked out on an individual basis with the family and the Acting Supervisor.

Point System:  
Each child will be given 10 points. The point rooms will be as follows:  
1 point room = \$1-5 gift items  
2 point room = \$6-10 gift items  
3 point room = \$11-15 gift items  
5 point room = \$20 and above gift items  
Baby room = 2 points, all infant items from newborn up to 2 years old  
Free room = clothing, hygiene kits, quilts, and so forth

For more information about the Christmas Store, please contact **Lara Cutler** at 244-7479.

## Cultural Responsiveness

### Indian Child Welfare Act Clarification

*By Linda Wininger, Milestone Coordinator*

I recently had the opportunity to meet with Judge William Thorne and learn from a master about a few of the points in the Indian Child Welfare Act (ICWA). Judge Thorne is an incredible man with a great deal of knowledge and the desire to share it with those who take the time to seek him out. Here are a couple of issues that he clarified for me.

The ICWA requires:

Sec. 102. (a) In any involuntary proceeding in a State court, where the court knows or has reason to know that an Indian child is involved, the party seeking the foster care placement of, or termination of parental rights to, and Indian child shall notify the parent or Indian custodian and the Indian child's tribe...

...(e) No foster care placement may be ordered in such proceeding in the absence of a determination, supported by clear and convincing evidence, including testimony of qualified expert witnesses, that the continued custody of the child by the parent or Indian custodian is likely to result in serious emotional or physical damage to the child.

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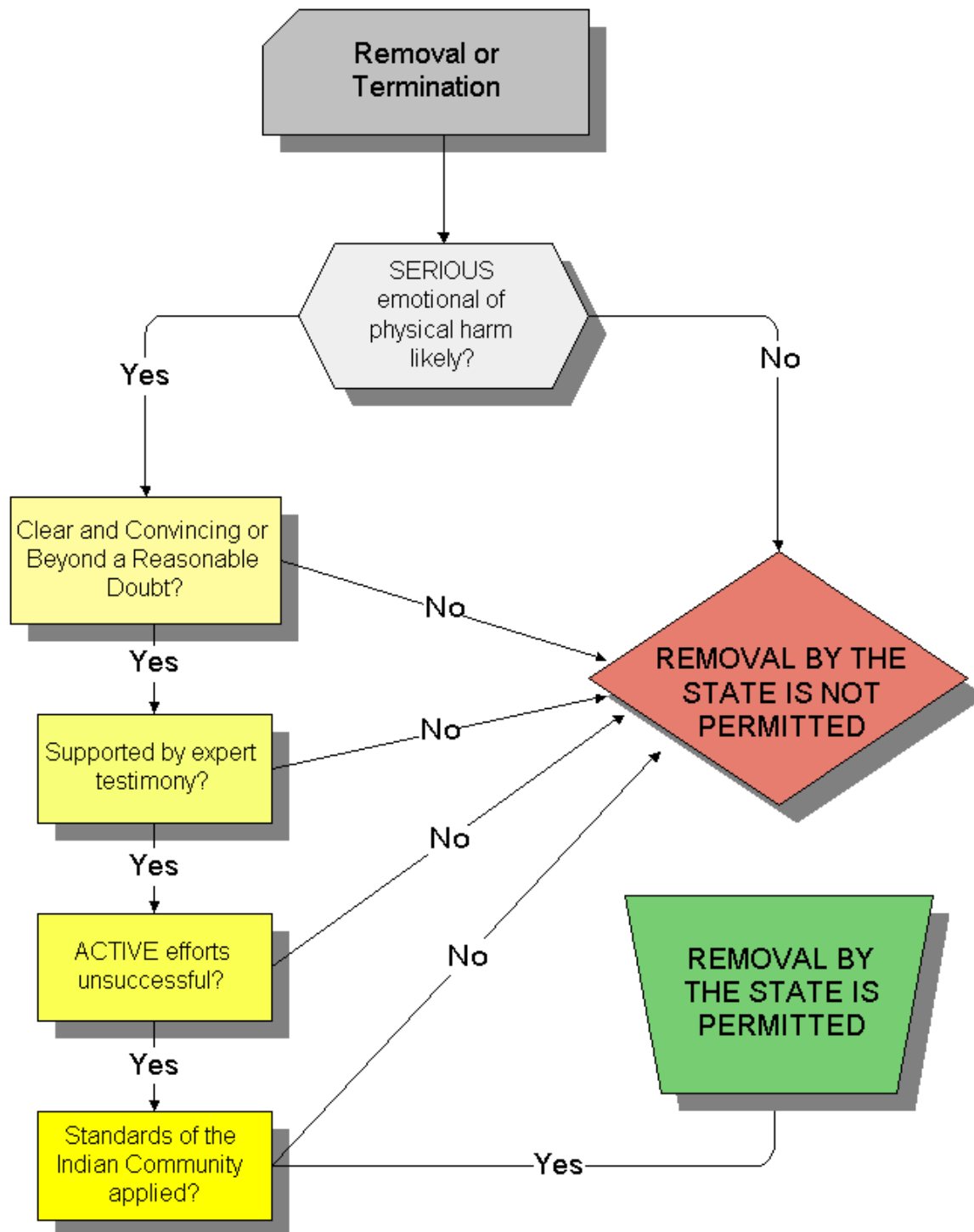
Sec. 112. Nothing in this title shall be construed to prevent the emergency removal of an Indian child who is a resident of or is domiciled on a reservation, but temporarily located off the reservation, from his parent or Indian custodian or the emergency placement of such child in a foster home or institution, under applicable State law, in order to prevent imminent physical damage or harm to the child. The State authority, official, or agency involved shall insure that the emergency removal or placement terminates immediately when such removal or placement is no longer necessary to prevent imminent physical damage or harm to the child and shall expeditiously initiate a child custody proceeding subject to the provisions of this title, transfer the child to the jurisdiction of the appropriate Indian tribe, or restore the child to the parent or Indian custodian, as may be appropriate.

So, on the following page you will find a checklist for Removal of Termination of Parental Rights (sec. 102) provided by Judge Thorne:

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## CHECKLIST FOR REMOVAL OR TERMINATION (SEC 102)



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## Holiday Season And Diversity

*By Linda Wininger, Milestone Coordinator*

The major holiday season for Christian American's is fast approaching. I'm referring to Thanksgiving and Christmas. But...have you ever wondered what holidays are celebrated at this time of year in other religions or cultures? It's important to know these things as we try to be culturally sensitivity. So, we thought we would include some resources for you in this issue of the Update to increase your knowledge and understanding of holidays that may be important to the children and families you work with. Here is some information that is not only helpful when you are working with children and families with different cultural, religious, or ethnic backgrounds, but is just plain interesting!

This first Website contains not only a multi-cultural calendar of holidays but Web links to sites for many of the holidays. The Website is geared toward educators but I found it fascinating. Check it out at:

<http://falcon.jmu.edu/~ramseyil/holidays.htm>!

These last two Websites include interfaith calendars listing religious holidays by month. The first Website has a link under each month to definitions for that holiday. The second has links from the calendar that will take you to information on the religions and their holidays. It is also important to understand that different religious sects may celebrate holidays differently. For example, Christmas for an LDS family usually centers around family and friends with no additional church meetings on Christmas Eve or Christmas Day. However, Christmas celebrations for a Catholic family will usually include attendance at Mass on Christmas Eve. Check these Websites out at:

<http://www.interfaithcalendar.org/>

[http://www.indiana.edu/~deanfac/rel\\_hol\\_cal.html](http://www.indiana.edu/~deanfac/rel_hol_cal.html)

## Partnership

### Partners In Protecting Children

*By David L. Corwin, M.D., Medical Director, Primary Children's Center for Safe and Healthy Families  
Professor and Director, Pediatrics Division for Child Protection and Family Health, University of Utah School of Medicine*

In the sometimes turbulent and often challenging effort to protect children while respecting and supporting healthy families, Child and Family Services is not alone. Primary Children's Center for Safe and Healthy Families (PCCSHF) and Child and Family Services are long time allies and partners in protecting children and helping families. Our efforts and services include medical examinations for suspected child sexual abuse and identification of physically abused children, at Primary Children's Medical Center (PCMC) and in several of the Children's Justice Centers, treatment for abused children and their families and forensic mental health assessment and consultation at our Wasatch Canyon's offices, expert testimony, training health care and mental health care students and professionals, and developing prevention and research programs. PCCSHF is a joint effort between the University of Utah Department of Pediatrics Division of Child Protection and Family Health, of which all five of our physicians are faculty members, and Primary Children's which employs the Center's 25 staff including administrative support, nurses, nurse practitioners, psychologists, and social worker therapists. PCMC demonstrates its strong commitment to protecting children by contributing more than one half million dollars per year to help support PCCSHF. We understand the challenges that Child and Family Services workers face and strive to help. For many years, we have also collaborated with Child and Family Services and other community partners in a monthly multidisciplinary conference intended to help all of us find the best approaches to

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some of the complex challenges we face together. Our Department's Administrative Director, **Julie Bradshaw**, is a L.C.S.W. who worked for Child and Family Services from 1984 until 1990. Julie understands very well the mission and needs of Child and Family Services. I serve on the Child and Family Services Board and act as liaison to the Child Abuse and Neglect Advisory Council.

While our Center and Child and Family Services each have their own unique roles and expertise, it is my experience and conviction that our working relationship is characterized by mutual respect and commitment for maintaining a close and constructive partnership that protects children, promotes healthy families, and places a high priority on preventing child abuse and neglect. Primary Children's Center for Safe and Healthy Families is proud to be a strong partner to the many fine professionals at Child and Family Services.

## Organizational Competence

### Super Supervisors' Conference!

*By Jerna Mitchell, New Employee Training Manager*

The Supervisors' Conference was held on the 2<sup>nd</sup> and 3<sup>rd</sup> of October 2003. Supervisors from across the state gathered to celebrate the successes of those supervisors recognized for their excellence for the year 2003.

The Director of Child and Family Services, Richard Anderson, was the keynote speaker. He talked about supervision as a management position and the value of good management in Child and Family Services. He offered supervisors and administrators the opportunity to ask questions and discuss concerns. One of the biggest concerns was supporting line staff and acknowledging the work they do.

Numerous workshops were offered, and tools, such as the employee data reports, and skills, such as supervision using Practice Model Principles, were provided to supervisors to support the work they do.

## Professional Competence

### Supervisors' Conference And Awards Ceremony

*By Reba Nissen, Mentor Program Coordinator*

On October 2, 2003 at the Supervisors' Conference at the Provo Marriott, each region, and the state office, presented an award to the supervisor of the year. As each of the awards was presented, all reported having a difficult decision to make because of the wonderful contributions of all of the supervisors. As the awards were accepted, some recipients noted that they felt the award was shared with other supervisors and staff in their region who supported them in their work. Congratulations Supervisors of the Year, 2003!

**Eastern Region: Matt Watkins** is part of a team that works hard, successfully, to keep children out of care. He was part of the original Development Team for the Practice Model, and exemplifies it in his work with his team and the community. He is not afraid to tackle difficult issues, and demonstrated this over the past year while dealing with some significant challenges. He also works well with administration--I know I can count on him to complete any assignment I give him. He also has a loyal, hard working staff who respect him, and the respect of the larger child welfare community in Vernal.

*--Beverly Hart*

**Northern Region: Jan Hayes** was selected as the Northern Region's Supervisor of the Year. She has worked for the Department for 20 years. Most of those years have been with Child and



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Family Services and in the child protection arena. Jan has truly learned the "art" of CPS. She has trained and mentored many, many staff over time. She was treating clients in a Practice Model mode WAY before our Practice Model was born. She cares about the clients we serve, and always promotes excellence with her staff and a great sense of team with all those she works with.

--Katy Larsen

**Salt Lake Valley Region: Shirley Mitchell** is a Practice Model Champion. In the last two Qualitative Case Reviews in the Salt Lake Valley Region, every case from her unit passed. Shirley is an excellent supervisor; she develops supportive and trusting relationships with staff, and has been able to instill in all her workers the principles of the Practice Model. Shirley has been instrumental in a major effort to partner with the Division of Services to People with Disabilities (DSPD) and currently serves as the liaison between Child and Family Services and DSPD for the Salt Lake Valley Region.

--Heber Tippetts

**Southwest Region: Bruce Zylks** is a great supervisor and leader. Bruce is very effective at motivating the staff. Bruce is very supportive of the staff he supervises. Staff feel that they are able to work in an environment that is positive and productive. They feel that Bruce is fair and supportive. I have had comments made to me that even though there has been a problem with something (the way things are documented or a way something has happened in a specific case) that Bruce brings them together and discusses the issues in a non-confrontational way and in a teaching format. They feel very supported and are not afraid to speak and share ideas. Bruce is not afraid to stand behind and support any of the workers in the office. Workers feel that if there is a problem with other partners, Bruce will help back them up (in meetings and in court). Bruce is able to handle difficult situations extremely well. I believe that Bruce has sound judgment and makes good decisions. He is very deliberate about making decisions and I know that when discussing issues with him he has thought through every angle. He makes the staff feel important and competent. I feel that Bruce honestly cares about the children and families we work with and is invested in their safety and well-being. He is wonderful to supervise.

--Heather Ogden

**Western Region: Kent Downs** is great! Why you ask? Let us tell you the many reasons. Kent is a great boss. We all agree that we can't think of anyone else who deserves the Supervisor of the Year award more than Kent. Kent exemplifies many great qualities, such as loyalty, dependability, responsibility, honesty, integrity, humor, and genuineness. Kent is almost endlessly patient and sensitive. He not only has a listening ear regarding our work, but is also concerned about our personal lives. He cares about each of us individually. Kent really knows how to listen and guide us. He knows when we need to sit down and talk for a few minutes, and he has great insight. Kent is supportive, yet he gives each of his team members trust and autonomy to do their own work. He encourages us to do our best by giving positive feedback on all of our cases. When we make mistakes, he is there to support us and help us find a better solution. Kent is the "master" of being there when you need him and not being there when you don't. This gives us confidence to make independent decisions and helps us to feel valued. Kent always treats others with kindness. It is hard to tell when Kent is trying to teach us something because it just comes naturally to him. We feel that our team has been very stable over the years and we know it is not by accident. We are loyal to Kent because he makes us feel supported and respected. We feel that Kent is one of the best incentives that Western Region has to keep employees doing the challenging jobs that we do day in and day out. We are lucky to have him. Kent not only knows the Practice Model and policies, he knows people. Kent is not critical and he shows that he cares. Kent is always calm in the face of crisis. Kent gives 110% to his work and team. He is on our "top ten must clone list." Kent

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provides a great balance between work and fun and he makes the work environment a positive one to be involved with. The best thing about Kent is that he is not only a great boss but he is also a wonderful friend. Thank you, Kent!!!

--Christy Smith

**State Office: Patti Van Wagoner** has been on a career-mobility in the position of Deputy Director. During this time she has won the hearts of the staff at the state office and the regions by her positive approach to our work, her dedication to the Practice Model Principles and Practices, her availability to always be there to help, and her continued support of her staff. We have determined that not only should Patti stay as the Deputy Director but that one of the reasons she is staying is that she is such a great supervisor. She will always move the discussion to Practice Model approaches, she works with her staff to provide supports from herself and to build better collaboration across program areas, and she is there for each person as they go through difficult assignments--willing to pick up additional work herself to support her staff. She also models the best of supporting those that she reports to, the Director and other administrative staff, as well as she supports those that report to her. Patti is a shining light to all of us in the division.

--Richard Anderson